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SST2150 Social Studies 20
Module 2

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Social Studies 20

Assignment Booklet

Module 2



Learning
Technologies
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FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	25	
Section 2 Assignment	30	
Section 3 Assignment	30	
Final Module Assignment	15	
	100	

Teacher's Comments

Social Studies 20
Module 2: Industrialization and Ideologies
Assignment Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
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Other	



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ASSIGNMENT BOOKLET

SOCIAL STUDIES 20: MODULE 2

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 100 marks. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

25

Section 1 Assignment: The Industrial Revolution

Read all parts of your assignment carefully and record your answers in the appropriate places.

10

Decide which of the choices **best** completes the following statements. Circle the appropriate letter to indicate your choice.

1. The transition for a worker from living in the country and working in agriculture to living in cities and working in factory production is the product of nineteenth century
 - A. capitalism
 - B. revolution
 - C. socialization
 - D. industrialization
2. The economic system that advocated giving raw materials and tools to peasants who then produced goods in their own homes was called the
 - A. factory system
 - B. domestic system
 - C. enclosure system
 - D. sub-industrial system
3. The Industrial Revolution changed English society from a rural agricultural society to one in which people lived in cities and worked in factories. This concept is called
 - A. enclosures
 - B. socialization
 - C. urbanization
 - D. free enterprise

Use the following quotations to answer question 4.

- England is indeed a blessed isle. It has abundant deposits of coal and iron ore, so handily placed near each other.
- There are few places in Europe where there are so many good harbours and such gently flowing rivers that are like natural canals for boats.
- We have so many sheep in England that no weaver will ever be able to complain of a lack of yarn.
- What rich and clever merchants we have in England. And they are always looking for a place to invest their money.
- There really are a lot of boys from the country coming to the towns looking for jobs these days—and good workers, too!

4. If you were researching the Industrial Revolution, which of the following questions could most logically be answered from the preceding information?
 - A. What were the effects of the Industrial Revolution in England?
 - B. What were the technological changes that caused the Industrial Revolution?
 - C. What kind of political system did England have to make it suitable for industrialization?
 - D. What conditions in England enabled the Industrial Revolution to occur there?
5. Which pair of inventions best supports the idea that one invention can lead to other related inventions?
 - A. steam engine—railway
 - B. steam engine—coal coking
 - C. cotton gin—puddling furnace
 - D. Bessemer converter—flying shuttle
6. The development of mass production in factories resulted in
 - A. more goods at lower prices
 - B. fewer goods at fairer prices
 - C. more goods at higher prices
 - D. fewer goods of better quality
7. Which development was a result of the Industrial Revolution, rather than a necessary condition that made it possible?
 - A. Improvements in agriculture meant that less labour was needed in rural areas.
 - B. England possessed both iron and coal deposits that were often located near each other.
 - C. England had a rich merchant class that was willing to invest in new business ventures.
 - D. Railway lines were built to move the large quantities of goods that resulted from mass production.

Use the following list to answer question 8.

These industries experienced massive changes in the nineteenth century:

1. railway transportation
2. ocean transportation
3. textile production
4. steel production

8. The development of the steam engine was largely responsible for the changes in
- A. 1, 2, and 3
 - B. 1, 2, and 4
 - C. 1, 3, and 4
 - D. 2, 3, and 4
9. In his book, *The Wealth of Nations*, Adam Smith advocated an economic system characterized by private ownership, competition, and individual self-interest. Such a system came to be called
- A. capitalism
 - B. factory system
 - C. socialism
 - D. industrialization
10. Which statement best expresses the relationship that existed between the Industrial Revolution and changes in transportation in nineteenth-century England?
- A. The development of better methods of transportation gave rise to the Industrial Revolution.
 - B. Mass production in the factory system resulted in the need for a more efficient way to move goods to market.
 - C. The Industrial Revolution and changes in transportation occurred independently of each other.
 - D. The Industrial Revolution and changes in transportation were both the result of the domestic system of production.
11. Explain **two** ways in which the Agricultural Revolution was a necessary precondition for the Industrial Revolution.

4

(There is more room for your answer on the next page.)

⑤

12. a. Explain what is meant by mass production.

- b. How would your life be different if you lived in a world without mass production?

⑥

13. By the middle of the 1800s, England was recognized as “the workshop of the world.” What was meant by this phrase, and what enabled England to achieve this title by the mid-nineteenth century?

30

Section 2 Assignment: Effects of Industrialization

Read all the parts of your assignment carefully and record your answers in the appropriate places.

10

Use the information that follows to answer question 1.

As the Industrial Revolution developed in England, social, economic, and demographic changes occurred. These changes included the

1. growth of industrial towns and cities
2. emergence of huge slum areas in cities
3. payment of low wages as workers competed for jobs
4. creation of a compulsory, publicly-funded educational system

1. The changes that were largely a result of the factory system were
 - A. 1, 2, and 3
 - B. 1, 2, and 4
 - C. 1, 3, and 4
 - D. 2, 3, and 4
2. Which statement explains why large numbers of children were employed in factories and mines in Britain during the Industrial Revolution?
 - A. Children were given early training for productive, well paid jobs in later life.
 - B. Wages were so low that everyone had to work for the family to be able to survive.
 - C. Work was easy in factories and the pay adequate so that children wanted to work.
 - D. There was an acute shortage of labour as all men and women were already working.
3. Choose the statement that indicates the correct relationship between urbanization and industrialization.
 - A. Urbanization slowed down industrialization.
 - B. Industrialization contributed to urbanization.
 - C. Urbanization and industrialization occurred independently of each other.
 - D. Both urbanization and industrialization were the product of the domestic system of manufacturing.
4. Changing behaviour to accommodate changes going on around a person is referred to as
 - A. stress
 - B. adoption
 - C. socialization
 - D. adaptation

5. During the Industrial Revolution, workers were paid low wages because
 - A. there were more workers than jobs, so to get a job, a worker had to work for less
 - B. food and housing were cheap, and as a result, workers could live well with little money
 - C. employers could not afford to pay higher wages because they could not sell their goods
 - D. workers realized they had to make sacrifices if England was to be a great industrial nation
6. Which statement concerning the Industrial Revolution is an opinion rather than a fact?
 - A. The Industrial Revolution was accompanied by the growth of towns and cities that had large, teeming slums.
 - B. The early industrial cities lacked proper water supplies and sanitation and were breeding grounds for disease.
 - C. To be able to afford the necessities of life, entire families had to work in factories and mines for low wages.
 - D. The tragedy of the Industrial Revolution was that children were not sent to school and were condemned to a lifetime of illiteracy.
7. By 1900, because of industrialization, workers' lives were changing as
 - A. there was a mass exodus from the cities to the land in search of a better way of life
 - B. more workers had more consumer goods and a better diet than they had in 1800
 - C. most workers laboured longer hours for lower wages than they had in 1800
 - D. most workers' lives were little different than they had been in 1800
8. A cultural movement known as romanticism emerged in the late 1700s. This movement, which reflected changes in social and economic conditions that resulted from the Industrial Revolution, emphasized
 - A. passion and logic
 - B. reason and logic
 - C. emotion and imagination
 - D. realism and emotion
9. A movement in art and literature that arose in the mid-nineteenth century in which writers and artists portrayed the world as it existed came to be known as
 - A. socialism
 - B. realism
 - C. nationalism
 - D. romanticism

10. Among the reform groups who pressed for improvements to working and living conditions was the Fabian Society. Although the Fabians were not immediately successful, which of the following did their efforts lead to?

1. recognition of the need for government intervention on behalf of workers
2. the formation of the Labour Party
3. the gradual achievement of socialism by democratic means
4. the encouragement of political candidates willing to support the cause of labour

- A. 1, 2, and 3 C. 1, 3, and 4
B. 1, 2, and 4 D. 2, 3, and 4

- ⑥ 11. In Activity 4 of this section, you looked at a number of scientific discoveries that were made during the Industrial Revolution. Important advances were made in biology, chemistry, physics, and the social sciences. Many of these advances had an immediate impact on people's lives while others laid the foundation for future developments and discoveries.

Select **two** scientific discoveries from those you explored in Activity 4. For each discovery, describe its immediate impact and its significance for the future.

Discovery # 1 _____

Discovery # 2 _____

⑥

12. a. During the early years of the Industrial Revolution in England, what was the role of the government in regard to regulating conditions in mines and factories? Explain why the government took this position.

- b. What was the significance of the development of the Labour Party?

8

13. One result of the Industrial Revolution was the rise of the middle class. In a short paragraph, discuss the impact of a growing middle class on society.

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30

Section 3 Assignment: Ideological Reactions to Industrialization

Read all the parts of your assignment carefully and record your answers in the appropriate places.

8

1. Although there is some overlap, three distinct groups of ideas or ideologies—capitalism, liberalism, and socialism—emerged as reactions to the conditions that resulted from the Industrial Revolution.

Each of the following newspaper headlines describes an event that occurred, or could have occurred, during the nineteenth century. In the space provided, tell which ideological system—**capitalism**, **liberalism**, or **socialism**—would have approved of the events described in each headline.

- a. Labour Unions Outlawed

- b. Reform Bill Extends Franchise to All Adult Males

- c. Workers Seize Factory

- d. New Factory Set Up, Profits to be Shared

- e. Government Sets New Minimum Wage

- f. Record Profits in Iron Industry

- g. Loss of Markets Forces Coal Mine to Close

- h. Labour Party Wins 110 Seats in Parliament

6

Use the following speakers' comments to answer questions 2, 3, and 4.

Speaker 1: When all class distinctions have vanished and all production has been put into the hands of those who provide fruitful labour, then will injustice cease. Harmony and brotherhood will prevail.

Speaker 2: No man, as long as he does not infringe on the rights of others, should be constrained in his actions. Every man should have maximum liberty to pursue his own goals, according to his own talents.

Speaker 3: The businessman is led by an invisible hand to promote an end, which it was not his intention to accomplish. By doing that which is best for himself, he also benefits the larger society.

Speaker 4: An ideal world would be one in which all divisions of wealth have been erased, with no one in possession of more than another.

2. The speakers who promote the principle of equality are
 - A. 1 and 2
 - B. 2 and 3
 - C. 3 and 4
 - D. 4 and 1
3. Which speaker is most likely voicing a central idea from *The Wealth of Nations*?
 - A. 1
 - B. 2
 - C. 3
 - D. 4
4. Which speakers would most strongly disagree with one another?
 - A. 1 and 2
 - B. 2 and 3
 - C. 3 and 4
 - D. 4 and 1

- 10 5. The ideologies that grew out of the Industrial Revolution are still with us today in Canada. Here is your chance to relate some of these nineteenth-century ideas to the current situation.

From any newspaper, choose **two** headlines that relate to the ideas discussed in this section. The headlines could deal with local, national, or international situations. The issues in the headlines must relate to the issues of industrialization and changes in the economy, society, or the political system that result from it. Cut out and include the headlines when you return the assignment. Attach them to this Assignment Booklet in the space provided.

- For each of the two headlines that you choose, name the group or individual from this section who would most agree with it.
- Explain why the group or individual would agree with it. An example has been provided for you. **You may not use this story as one of your headlines.**

EXAMPLE HEADLINE

Canadian Government Announces Plans to Sell Air Canada to Private Business

- Group or individual who would agree: Capitalists
Adam Smith
- Capitalists believe that private businesses should make their own economic decisions. The government should not interfere with businesses in any way.

HEADLINE #1

- Group or individual who would agree: _____

- Reasons: _____

HEADLINE #2

a. Group or individual who would agree: _____

b. Reasons: _____

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6. Would you describe the Canadian economy ideologically as capitalist, socialist, or democratic socialist? Give **two** examples to support your position.

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Final Module Assignment

Read all the parts of your assignment carefully and record your answers in the appropriate places on the response pages.

The following assignment may be completed in a variety of ways depending upon your learning situation. Read the instructions and choices; then decide how you will complete this project.

In this module, you have seen some of the ways in which England changed because of the Industrial Revolution. Some of these changes were beneficial, some were not. At the time these changes were occurring, people debated whether the Industrial Revolution had improved life in England or made it worse.

For this assignment, you must create a conversation between two people on this issue. One person believes that the Industrial Revolution in England was for the better; the other believes that it was for the worse. To prepare both sides, use the information you have gathered in this module to provide evidence for each person's use in supporting his or her position.

You may complete this assignment in a variety of ways.

- If you are working alone on this course, you can create a written discussion between two people. Or, if you wish, you can put the discussion onto an audiotape where either you portray both persons, or you find someone to play one role while you play the other. If you can arrange it, you could also put this discussion onto a videotape.
- If you are working with other students in completing this course, you and another student can complete this assignment together. Again, you can submit either a written script, audiotape, or videotape.

Note: If you are working with other students, and a group of three is convenient or necessary, you could create a three-way dialogue. Perhaps one person could be a neutral judge in the discussion. If there is a learning facilitator helping you with this course, he or she can help you arrange for the best way to complete this assignment.

In whatever form you do this, open your presentation by setting the scene and introducing the characters. At the end of the scene, create an appropriate conclusion to the discussion.

Marks will be given for

- creativity
- the presence of accurate and sufficient factual evidence
- the creation of a believable discussion with an introduction and closing

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(There is more room for your answer on the next page.)

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